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6-17-2010

Getting to Know Me [9th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Getting to Know Me

Grade Level: 4

Subject/Topic Area(s): English Language Arts for English Language Learners

Designed By: Carrie Susong

Time Frame: 3 weeks

School District: Juticalpa, Honduras

School: Centro Escolar Santa Clara

School Address and Phone:

Brief Summary of Unit (Including curricular context and unit goals):

This unit is written for a fourth grade English Language Arts class at a bilingual school in Honduras. It is designed to be taught at the beginning of the school year, within the first 3-4 weeks. Since the unit focuses on classroom-community building and basic grammar, it could be adapted for a primary grade class of native English speakers or for a level 1 class of foreign language learners. Suggestions and resources for differentiation are mentioned for several lessons.

Name: Carrie Susong
Unit: Getting to Know Me
Grade: 4

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

See unit abstract on cover page for explanation. The unit addresses ELL standards and ELA standards as needed.

Understandings

Students will understand that...

- I belong to many communities (family, friends, classroom, school, church, sport/club).
- Each person contributes to a community in different ways (role, skills).
- I have skills and learning preferences, and understanding these will help me to learn better.
- People learn in different ways and have different skills, and working together in the classroom will help everyone to learn better.

Essential Questions

What is community?

What makes each community work well?

- *What roles and skills does each member contribute?*
- *How does our classroom need to be run in order for us to work well together?*

Who am I?

- *What are my responsibilities, skills, likes/dislikes in my home community and classroom community?*

How do I learn best?

- *How can my teacher and others help me to do my best learning?*

Knowledge

Students will know...

- Responsibilities and roles in their family and classroom community.
- Their own learning style and multiple intelligence strengths.
- Key vocabulary to describe different roles and responsibilities (home/classroom) in English.
- Key vocabulary to describe likes and dislikes in English.
- Definitions of noun, verb, adjectives to describe feelings/personality traits.

Skills

Students will be able to...

- Conjugate verbs in present tense (especially to be, to have, to like/dislike, and other regular action verbs- run, play, eat, wear, etc.)
- Talk about things you and other people (family) do in English
- Talk about things you like and dislike in English
- Understand their learning needs and those of others in the classroom.
- Understand teacher expectations for classroom procedures and activities.
- Construct simple sentences in present tense with subject/verb agreement to describe self, other students, and family members.

Stage 2: Assessment Evidence

Performance Task:

Each student will decorate and label a paper doll to reflect his/her “outside self” (activities, favorite things, hobbies, etc.) and “inside self” (learning style, multiple intelligence strengths). Requirements will be given, including noun and verb labels for different parts of the inside and outside self (see rubric). Students will present their doll to the class and verbally explain. Dolls will be posted in the classroom for other students to see and make connections with others for conversation topics in the future. Ongoing: At the end of each grading period, students will take down their doll and add any new interests, strengths to it to show how they have grown through the year.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Multiple Intelligences Survey
- Learning Style Inventory
- Bio-poem
- Noun/Verb/Adjective Quizzes
- Complete sentence quiz (?)
- Verb conjugations quiz (to be, to have, to like, to do)
- Reading/Writing/Math inventory

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

**Note: The following learning activities do not have to be implemented in this order. Make adjustments according to the students’ listening and speaking ability at this point in the year.*

EQ: *What is community? What makes each community work well?*

- Introduce and review class procedures for whole group sharing. Post procedures with pictures for whole group, small group, and partner sharing. Demonstrate procedures through play-acting (noise levels, participation expected, etc.) Review daily throughout the unit and the year as necessary. See CHAMP poster in Appendices.
- Introduce Essential Questions and keep up throughout first quarter of the year. Explain that we will address each question through a series of lessons dealing with each.
- Communities Web. Class discusses and brainstorms a web “What is community?” to show differences between home and classroom community. Focus on **things, people, and actions** that take place in each location. Introduce vocabulary terms as needed.
- *Write a Class Constitution. Week-long series of whole group lessons with virtues picture books. Make a class list of “I am allowed to” and “I am not allowed to” (safety rules, respect rules). Develop one class constitution with 3-5 overall class rules. Emphasize difference between class procedures (teacher decides) and class constitution (students decide). Sign class constitution and post in classroom.
*Implement as soon as verbal language ability permits.

EQ: Who am I?

- Me Box sharing event. Assign homework: students should bring in a box (can be decorated) with items that describe themselves. Teacher will help students with vocabulary as needed to share the items so we can learn more about each student. Students share with class discussion over 2-3 days for 30 min. of class time. (Play “Getting to Know You” song as intro each day.)
- Students break into groups of 3-4 for Cube Questions. Present each group with a die that shows these questions: When is your birthday? How many brothers and sisters do you have? What is your name? What pets do you have? What is the name of your brother/sister/mother/father? What are 3 adjectives that describe you? Whole group: Review and practice reading aloud each question before the activity. Students roll and take turns answering each question. Students should help each other as needed while teacher rotates to facilitate.
- I like people who... game. Students create a large circle with their chairs (1 less chair than the number of students). The student without a chair stands in the center of the circle and calls out a true statement about herself. Ex: I like people who like mangoes. (Or just: “I like mangoes.”) All other students who also like mangoes get up and move to a different chair (cannot be the chair right beside them). One person is left without a chair, and (s)he stands in the center and calls out a true statement, and so on. Simplify as needed.

Noun version: call out things you like (food, animal, color, toy).

Verb version: call out actions you like to do (I like to dance, I like to play soccer).

Differentiate: Provide or brainstorm lists of nouns and verbs as needed before playing.

- Parts of Speech Charades- play with noun cards OR verb cards. Students form small groups (4-5) and 1 student draws a noun card out of a bag. Student must act out the card for his group to guess the word. Play different versions of the game for noun and verb.

Differentiate: The whole small group works together to act out the noun card and the other teams guess (by discussing & use numbered heads to answer). Provide students with list of all the nouns in the bag before beginning.

- Sentence smack-down (subject/predicate to make a complete sentence). Group students into pairs and give each pair a bag of noun and verb cards. Students choose one noun and one verb to create a simple sentence (add glue/tape to back). When their pair is called, students run to the board and smack the card onto T-chart paper on the board (T-chart w/2 columns: Noun/Verb). Mini-lesson on subject and predicate. Subject is the “who” and predicate is the “what”. Practice writing simple sentences in English (one noun, one verb).
- Parent/sibling interview. Students interview parents and siblings to determine their roles and responsibilities at home. (Write answers in Spanish if necessary.) Whole group discussion of interview responses and vocabulary lesson to learn nouns and verbs that describe different family members’ roles and responsibilities at home. (*Start list of nouns and verbs for Taboo... play in classroom at end of each unit to review vocabulary.)

- Describing my feelings. Pass out feelings chart to each student (feeling words with sketch of face for each). Play Feelings charades with feelings cards (one card for each feeling word). Group guesses the feeling word that a student acts out.
- Adjectives to describe personality traits- lesson/activity with this?

EQ: How do I learn best?

- Multiple Intelligences Survey. Share results and review as a class. Brainstorm class lists of actions that show strengths in each multiple intelligence.
Intermediate version available at:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/questions/questions.cfm
http://www.businessballs.com/freematerialsinexcel/free_multiple_intelligences_test.xls
- Learning Style Inventory. Share results and review as a class. Brainstorm class lists of actions that show preference for each learning style.
Intermediate version available at:
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
Primary version (comic strip pictures) available for purchase at:
<http://www.thoughtfulclassroom.com/index.php?act=viewProd&productId=23>

EQ: Who am I? How can my teacher and others help me do my best learning?

- King & Queen of the Day (ongoing, 3 weeks). Each day, a different student gets to be “King/Queen of the Day.” Activities involve: wear a crown, line leader, show & tell spotlight, and subject of the All About Me write-aloud (see template). Provide template on white board with blanks for activities, food, adjectives describing me, etc. Teacher fills in on board as king/queen of the day shares his/her answers, and all other students copy on notebook paper. Students give their sheets to the king/queen to bind into a book, All About _____ (name). Place in an area of the classroom so other students can read.
Differentiate: King/queen can add any other information about themselves (optional for other students to write in on their paper).
- Bio-poem (scaffold w/ blanks for personal info). Introduce template and share my example.
Differentiate: Assign level 1, 2, or 3 version according to ability.
- Introduce performance task and give students time to create. Students will present their doll to the class and verbally explain. Dolls will be posted in the classroom for other students to see and make connections with others for conversation topics in the future. Ongoing assessment: At the end of each grading period, students will take down their doll and add any new interests, strengths to it to show how they have grown through the year.

Notes for CHAMP Posters

C- Conversation

For this activity, I can talk at this noise level

0- no talking

1- partner talking

2- small group talking

3- whole group talking

4- outside voice

H- Help

If I need help during this activity, I should ask:

Teacher group leader any student

A-Activity

The activity we will be doing is:

Think-Pair-Share

Small group game

Whole group discussion

Guided Reading

Reading Stations

Independent work

M- Movement

During this activity, I am allowed to:

Stay at my desk

Stay at my table group

Work anywhere in the room

P- Participation

During this activity, I will be:

Writing

Talking

Playing a game

Reading

Drawing

Me Box Directions

Bring a box to school tomorrow. You may decorate it if you want to. Put 3 to 5 things in the box. The things should tell about you.

Examples of things to bring:

- Toy
- Game
- Stuffed animal
- Photo
- Food (that does not need refrigeration)

Parent/Sibling Interview

I am interviewing my:

Mother/Father

brother/sister

grandmother/grandfather

aunt/uncle

Who do you take care of in our family?

What chores do you do at the house?

What is the most important job you do for our family?

When do you wake up?

When do you go to sleep?

What do you do in your free time? What do you do for recreation?

Three more questions I will ask:

All About _____

(name)

My birthday is _____.

There are my family members:

My favorite subject is _____.

My favorite sport is _____.

My favorite book is _____.

My favorite color is _____.

My favorite animal is _____.

My favorite food is _____.

Adjectives that describe me are _____

Things that make me feel happy are

_____.

Things that scare me are _____.

After school, I like to

_____.

Level 1

Bio Poem Template

(first name)

(four words that describe you--check out character trait pages)

Relative of (list three close family members)

Who likes (three things you like)

Who (three verbs you do)

Who loves (three things you love)

Who admires (three people)

Who feels (three feelings)

Who wants to (at least two things you would like to do in the future)

(last name)

Adapted from:

http://www.cape.k12.mo.us/blanchard/hicks/Poetry/3rd_4th_Grade/Bio%20Poem.htm

Bio Poem Template

(first name)

(four words that describe you--check out character trait pages)

Relative of (list three close family members)

Resident of (place where you live)

Who reads (four books)

Who likes (three things you like)

Who loves (three things you love)

Who wishes (three things)

Who admires (three people)

Who needs (three things you need)

Who aspires to (at least two aspirations)

(last name)

Level 3

Challenge: <http://mrscrofutwiki.wikispaces.com/file/view/biopoem.pdf/31160789/biopoem.pdf>

Outside – Inside Paper Doll Performance Task Rubric

	<u>Outside Self</u> Activity I like to do	<u>Outside Self</u> My favorite things	<u>Inside Self</u> What I look like when I am learning	<u>Inside or outside Self</u> Ways I show my multiple intelligence strengths
4	I show two or more favorite activities. Each activity is labeled and spelled correctly.	I show 2 or more favorite things. Each thing is labeled and spelled correctly.	I show more than 2 examples of my learning style. I label my learning style.	I show two or more multiple intelligence strengths. I label each multiple intelligence.
3	I show one favorite activity. It is labeled and spelled correctly.	I show 2 favorite things. One or more things are labeled, but they are not spelled correctly.	I show 2 examples of my learning style. I label my learning style.	I show 2 multiple intelligence strengths. At least one multiple intelligence is labeled.
2	I show one favorite activity. It is labeled, but it is not spelled correctly.	I show 2 things I like. They are not labeled at all.	I show one example of my learning style. I label my learning style.	I show one multiple intelligence strength. It is labeled.
1	I show an activity. It is not labeled at all.	I show one thing I like. It is not labeled at all.	I show one example of my learning style. It is not labeled at all.	I show one multiple intelligence strength. It is not labeled at all.